The Unit Organizer

NAME _____
DATE _____

④ BIGGER PICTURE

MCCS

② LAST UNIT/Experience

① CURRENT UNIT

Challenging Text

③ NEXT UNIT/Experience

⑧ UNIT SCHEDULE

	Unit Pre-test	
	3-2-1 review activity	
	Jig saw article reading	
	Lexile.com practice	
	Qualitative aspect act.	
	Reader & Task act.	
	SMARTER Balanced act.	
	7 Actions article study	
	Challenging Text Questions	
	Plan/review a lesson	
	Scaffolding Challenging text	
	Assessment Types	
	Unit Post-test	

⑤ UNIT MAP

3-part model for measuring text complexity

is about...

Helping students build knowledge through the reading and the analysis of complex text

Reading Standard 10

planning instruction

delivering instruction

monitoring & assessing student progress

⑦ UNIT SELF-TEST QUESTIONS

1. Describe what makes text challenging.
2. How do I select challenging text?
3. How do I plan to teach using challenging text with students?
4. How do I teach students using challenging text?
5. How do I monitor and begin to assess students' success with challenging text?

⑥ UNIT RELATIONSHIPS

discern

examine

match

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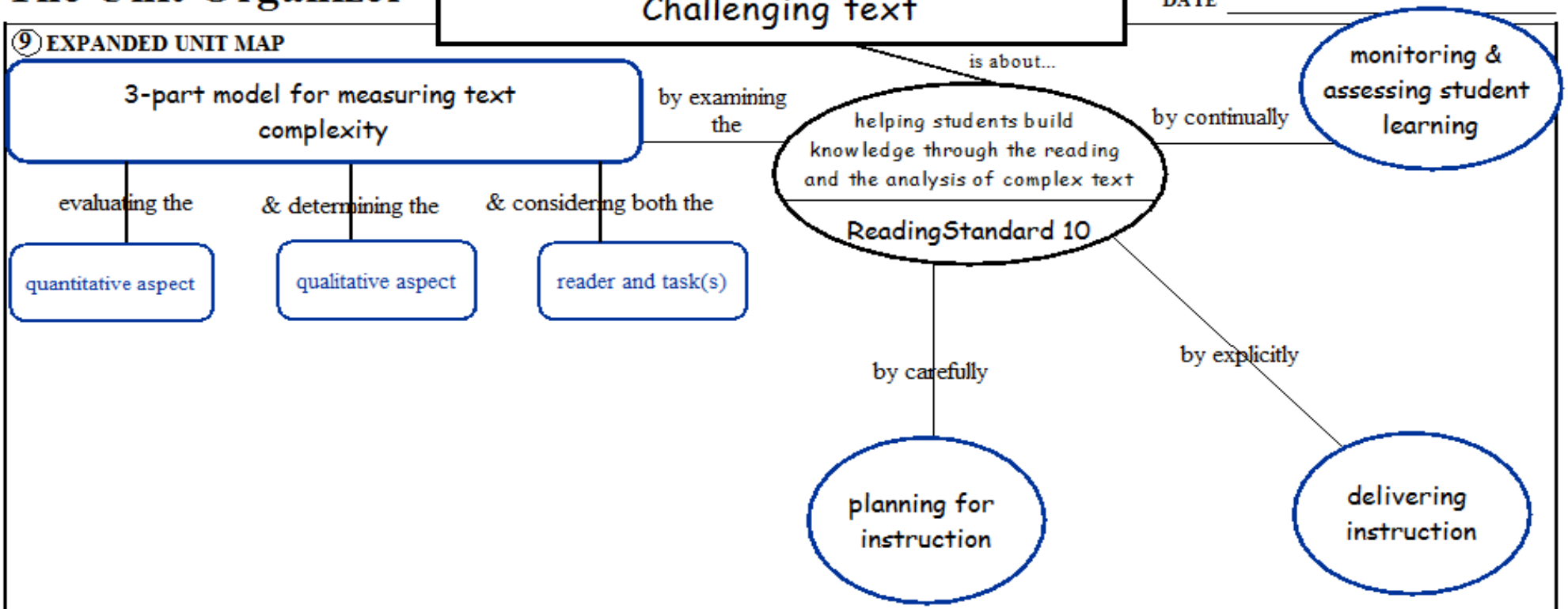
Challenging text

⑨ **EXPANDED UNIT MAP**



⑩ **NEWUNITSELF-TESTQUESTIONS**

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Two Column Notes: Challenging Text

Three part model for measuring text complexity

Quantitative aspect

Qualitative aspect

Readers and task(s)

Planning instruction

Select text

Identify pre-reading necessities

Determine reading techniques	
Discern necessary scaffolding	
Teaching students using challenging text	
Reflecting on instruction	
Monitoring and assessing students' success comprehending challenging text	
Formative assessments	
Benchmark assessments	

Outcome assessments	
Data analysis	
Reflecting on the data	
Additional notes	